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EDITORIALS

The Public's School

SINCE the public school is the public's school its past, present and future must always be thought of and written of with that distinction in mind.

Education in America can never be professional as it could be were it merely a scholastic matter. After listening to educational addresses and discussions, and reading educational literature for more years than most persons have, and as recent writing and speaking tries to be more and more professional and less American, it is natural that we incline to emphasize the fact that the public school is the public's school, and the public's school can go no farther and no faster than the public will go. America has gone a long way, but it has a long way more to go.

We like to lay the blame upon the politicians, but the politicians are far ahead of the public in many respects. It was easier to get the politicians in Washington to vote for the Child Labor Amendment than it was to get the Legislature to vote for it. The politicians in Washington would vote for a Department of Education were they not scared by local sentiment at home. We used to boast of Massachusetts in educational leadership, but it was appalling to see the way the Legislature fell down on the acceptance of the Child Labor Amendment under local pressure. There is a lot of education needed everywhere.

The educational pedigree creations in America have been few. There was no genuine public school sentiment until after the Revolutionary War, and the Ordinance of 1787 was the first really famous educational pedigree creation in the New World, and that applied to the schools that were to be rather than to any that were.

There has been nothing to compare with the significance of that great educational vision of one hundred and forty years ago. It had behind it the great statesmanship of Washington, Jefferson, Franklin and their associates. They had a vision of nationalizing the public schools such as no other American statesmen have had.

From 1835 to 1845 another group of eminent

statesmen of New England, New York, New Jersey, Pennsylvania, and Ohio established three pedigree standards: (1) Public appreciation of public schools; (2) preparation of teachers at state expense; and (3) lifting schools out of local mismanagement through administrative supervision.

Thirty years later, when the hectic years of the political and military clashing of North and South were passed, there were other pedigree creations, first of which, thanks to the statesmanship of Charles Francis Adams; second, to his heroic backing of Francis W. Parker in Quincy, there was established the educational strains which remade American public schools. The slogan which became nation-wide was German: "Learn to do by doing," which began as manual training in the art of doing things for the sake of doing them with no desire that anything worth anything should be produced. Then came the Swedish slogan that everything should be worth something from bootjack for father, to the towel rack for mother. Then followed arts and crafts from England, with the theory that everything should be beautiful whether it was good for anything or not. Then came industrial arts for community improvement. Then followed trade schools of infinite variety, blossoming into present-day vocational guidance, all strains of the pedigree creation of fifty years ago. Any project today can be traced back to the educational Herd Book of 1872 to 1882.

Forty years ago Stanley Hall and his devoted disciples, of whom there was a vast number, created a new educational Herd Book by standardizing child study and adolescence, the strains of which are of vast importance today in high school courses of study provided for non-bookish boys and girls from twelve to fifteen, in scholastic recognition of non-bookish learning, all culminating in the Junior High School.

Isn't there due about this time a new pedigree creation, something deeper and higher than anything America has yet produced educationally?

"The Young Patriot's Promise"

WE are using in this issue the words of a song composed by Denis A. McCarthy, LL.D., of Boston. "The Young Patriot's Promise" will be sung in hundreds of towns throughout the country during the coming summer by the children attending the exercises of the Swarthmore Chautauqua Association. The song will be the closing feature of the historical pageant arranged to celebrate the sesquicentennial of the signing of the Declaration of Independence. Dr. McCarthy's poem, "The Sowers," which he wrote last year for the celebration in Boston of the one hundred and fiftieth anniversary of the beginning of the American Revolution, will also be read at the pageant by the young woman taking the part of "Columbia."

Dr. McCarthy is a poet whose name and work are by no means strange to the readers of the Journal of Education. Several of his best known poems appeared originally in our pages: "Give Them a Place to Play," "A Song for the Child Workers," "The Graduate," "The Men Who Holler 'Whoa,'" etc. The song he has written for the Swarthmore Chautauqua Association pageant has the lyrical ring and patriotic fervor of all his work.

Illuminating Payments

NORTH CAROLINA last year paid the Federal Government $166,962,000, and received from the Federal Government $32,652,000. Received less than one-fifth as much as was paid. The next lowest record was Michigan, that paid $195,726,000, and received $97,000,000. Receipts nearly one-half as much as it paid. New York paid $658,000,000, and received $495,000,000 on three-fourths of what it paid.

Pennsylvania paid $246,000,000, and received $253,000,000 or more than it paid. Illinois paid $201,000,000, and received $160,000 more than it paid.

Only New York, Pennsylvania, Illinois, and Michigan pay as much Federal tax as does North Carolina.

Massachusetts receives $16,000,000 more than it pays, or 12 per cent. more. Connecticut receives 8 per cent. more. Rhode Island receives 29 per cent. more, and New Hampshire 126 per cent. more than it pays.

Tennessee receives 112 per cent. more than it pays. West Virginia 68 per cent. more than it pays. Florida 53 per cent. more. Kentucky 29 per cent. more. Virginia 2 per cent. more.

Kansas receives 133 per cent. more than it pays. Minnesota 87 per cent. more, Colorado 31 per cent. more, California 37 per cent. more, Ohio 18 per cent. more.

Only North Carolina, Michigan, New York, and New Jersey pay the government more than they receive, and North Carolina looms brilliantly, paying more than four times as much as it receives, and the nearest approach is Michigan, which receives half as much as it pays.

Dr. Judd on "The Education Bill"

BY universal agreement, we think the statement of Dr. Charles H. Judd at the February hearing on the Education Bill was by far the most complete presentation of reasons for a Department of Education with a Secretary of Education in the Cabinet that has been made by any one at any time. Dr. Judd's statement appears in this issue.

The Self-Starter Years

By A. E. WINSHIP

THE elementary school assumes new significance, not merely because the Department of Elementary School Principals of the National Education Association rivals the Department of Superintendence in size, but also because it is of major influence in the making of manly boys and womanly girls.

The new elementary school includes the grades four, five and six. The Junior High School will ultimately universally absorb grades seven and eight, much to the advantage of the elementary schools.

With the seventh and eighth grades in the elementary school, grades four, five and six never receive appropriate and adequate attention. These are years of supreme importance and were never so regarded in the old elementary school.

If any evidence was needed to justify this statement one has but to recall how many teachers of the old elementary school rebelled at the removal of the upper grades.

The new elementary school has responsibility for making manly boys because they give the manly speed that carries boys and girls over the steep grade of morale in the adolescent years.

An automobile can go up grade "on high" if it has a good start before it reaches the steep grade, but it is impossible if the driver neglects to get started in season.

Grades seven and eight are adolescent, and the preceding grades never give boys and girls a morale speed so long as they are negligible qualities. The only way to get adequate power to resist the dangerous steep emotional incline of the years twelve, thirteen and fourteen is to make manly boys and womanly girls before the age of twelve.

A sixth-grade student today is every way more advanced than was an eighth-grade student twelve years ago. The books, the magazines, the daily papers he reads have a broader vocabulary, require a wider knowledge of industrial and commercial, civic and social, economic and scientific matters of all kinds than eighth-grade students could have had in those years. He drives an automobile easier than an eighth-grade student drove a horse.

The new demands upon the first three school years bring to the new elementary school boys and girls who need slight attention to subject methods but vast attention to the characteristics of the students.

The "recitation" is fast going where the ox and the jackass have gone. The teacher's business is no longer to find out what students don't know, what she thinks they should know if they have faithfully studied what the textbook thought they ought to know.

In the elementary school every period is a "study period," and the business of the teacher is to learn what the children learn, how they learn it, how they can use what they have learned, and see to it that they do use it.

The old-fashioned recitation made the teacher an irritation rather than an inspiration.

In the new elementary school the teacher seeks to know the child instead of knowing what the child does not know; seeks to know his inheritance assets, good rather than bad. Instead of trying to know how she can use the recitation period, she seeks to know how the child can use the study period.

In the new elementary school the study period is a self-starter for the child. The initial activity is his. The teacher's business is to estimate which of his initiates has dominant possibilities, and she clips the non-essentials of the course of study so that they will not sap the life of the soil.

The old-fashioned "drill"—always a bore—is succeeded by practice, always interesting and alluring.

In the new elementary school the student is always looking for opportunities to use what he has learned in learning how to learn more.

Nothing that is learned in school from books has high value until the child himself uses it out of school to some real purpose.

To Emily Griffith's world-famous Denver Opportunity School ten thousand persons come in a year for an opportunity to learn something definite, and every teacher of every subject learns first of all why a person wants that opportunity. It is the teacher's business to provide the opportunity and help the student improve the opportunity.

In the old recitation the teacher's business was to fit the child to her notion, while the new recitation fits the study period to the child's need.

Miss Griffith and her entire teaching corps have always in mind the use the ten thousand persons who study there can make of everything they learn, and the whole institution and hundreds of firms and institutions in the city try to provide an opportunity to use their increased ability profitably.

The Governor of Colorado has appointed Miss Griffith on the Board of Control of the Institution for Juvenile Offenders at Golden, and she hopes to have it an opportunity school, and every boy sent there sentenced until he has learned some way in which he can earn a living.

The new elementary school is expected to use each year, from nine to eleven inclusive, so that the boys and girls will be good, and good for something.

Edward J. Tobin of Chicago, superintendent of Cook County, requires every child of nine years of age or more in the one hundred and fifty-five country or village schools in the county to have some definite responsibility out of school.

No credits for lessons learned in school will qualify for promotion unless the child has demonstrated satisfactory responsibility in earning or learning out of school something that he has no opportunity to learn in school.

No teacher is employed who will not be as much interested in the success of a pupil in the garden project, in a baby beef club, poultry, pig, or other profitable club, or in the study of instrumental music or something out of school with an approved teacher who gauges the pupils' progress by its value towards probable profitable use in teaching or concert work.

No elementary school pupil in Cook County can fail to learn how to earn, and to enjoy the activity by which he earns. There is no dull day in school or out for any boy or girl in a Cook County country or village school, and no boy or girl in any elementary school year fails to enjoy life more, to live a better life, and to be better equipped to live and to earn a living as long as he lives.

In these self-starter years every boy and girl must accept responsibility for his behavior. There is no good order so long as one child is out of order.

Four thousand elementary school children from a city were competing in a music appreciation contest. They went to the largest city in that section, and were in a vast auditorium. A friend of ours was there by special invitation because of his interest in music.

It was really a wonderful demonstration of music appreciation, but our friend was quite disgusted with the whole affair, because all through the exercises, here and there, boys were throwing spit balls back and forth, pinching one another, tickling girls' ears with papers, etc.

When one of the teachers was spoken to about it, she said: "Oh, that was a fussy man. I thought it wonderful that four thousand boys and girls were as well behaved as they were."

It is not the good behavior of three thousand five hundred and fifty boys and girls, but in this age of the world fifty bad boys who do not accept responsibility for their behavior can destroy millions of dollars worth of important property, hold up and rob hundreds of peaceful homes, break into banks, wreck railroad trains, deliberately murder persons of high value to the world. It is not a question of an average or of a medium behavior, but one buzzard can short-circuit a line and put a big plant out of commission for a time.

Home and school, mother, father, and teacher must see to it that every boy and girl, especially from nine to eleven, achieves appreciation of personal responsibility for being genuinely good and nobly good for something. Not an average, but a unanimous attainment of worthwhileness.

Things Not Done Before

The things that haven't been done before,
Those are the things to try.
Columbus dreamed of an unknown shore,
At the rim of the far-flung sky.
And his heart was bold and his faith was strong,
As he ventured in dangers new,
And he paid no heed to the jeering throng,
Or the fears of the doubting crew.

The many will follow the beaten track
With guide posts along the way.
They live and have for ages back
With a chart for every day.
Someone has told them it's safe to go
On the road he has traveled o'er,
And all that they ever strive to know
Are the things that were known before.

The things that haven't been done before
Are the tasks worth while today.
Are you one of the flock that follows, or
Are you one that shall lead the way?
Are you one of the timid souls that quail
At the jeers of the doubting crew,
Or dare you, whether you win or fail,
Strike out for the goal that's new?

—Author Not Known.

Motivation of Teachers—II

By MARY ELIZABETH O'CONNOR

Taunton, Mass.

OF late years the teacher has become a definite factor in the forming of educational policies. She has not only contributed to curriculum making but she has sat in on organizing and legislative discussions. Her advice individually and collectively is sought in all matters concerning school work. This has had a great influence in motivation. It appeals to the predisposition for creation, sociability and co-operation, as such work must be done in committees, and brings the feeling of satisfaction and responsibility as nothing else can. This identification of self as a cause with its resultant satisfaction leads to further desire in the line of creation and construction and you have one of the highest types of motivation. We are only just waking up to the possibilities in this line. By refusing our teachers participation in the formation of our educational policies and programs we have not only lost the contribution from their intimate knowledge of children and school work, but more serious still we have deprived them and consequently ourselves of that immeasurable progress which might come from one of the finest forms of motivation, a consciousness of power, a joy in its use, and the spur to increase effort by proper recognition.

Some one has said that teaching is "a good start but a quick stop." In no other profession is one assured of so fairly decent a salary at the beginning as in teaching, but on the other hand the advance is slow and limited, although we have improved both rate and extent of increase during the last decade. Still the economic reward in teaching is low compared with the other professions and executive work in the commercial world. Consequently a powerful incentive, which is very valuable while founding a real motive, is missing.

Then the economic status puts a teacher at a disadvantage individually and personally. Of cultured tastes and training he cannot afford the study and travel for which he hungers and his growth as an individual is thereby curtailed. The different extent to which this handicap is overcome depends on the capacity and motive of his life, both as an individual and a teacher. If he has great capacity and a well-founded intensive motive he applies his powers and training organization to his private finances so as to get all possible returns, but at best he is under a serious, ever present handicap.

Society still judges labor largely by material returns and that puts the teacher as a person or member of society on a lower plain of influence than he would otherwise occupy. This attitude limits his social contacts and often reacts on the teacher himself in the form of an "inferiority complex," which in turn may result in a "superiority complex," causing him to assume an aggressive attitude or draw within himself, leaving society and the teacher both poorer.

A large part of the reputation of the teacher as a poor mixer is founded on this point. If the reaction works in the opposite direction he becomes a "toady," and may be simply a person of little influence or a real menace to the community. By this economic barrier you limit his field and extent of growth, which robs him of his fellows' approbation, a powerful motive, that is the approbation which would come to him if he took a more prominent part in the recognized leadership of his country. Lacking this approval from others his own approval, which naturally follows, is missing, and he fails to reach his possibilities for lack of that motivation based on approbation open to his friends who are more fortunate in the economic world. Therefore this low economic goal with its attending lack of social approbation accounts partly for the teaching profession producing so few leaders. That intense motivation, desire for possible approval through social recognition, is dwarfed.

While teachers have begun to take a place in the political work of their country it is a very small beginning when compared with their possibilities as individuals and as a group. In most communities there is still the sentiment of keeping the schools and politics separate. How it can be done, or really what it means even, I am not sure. But if I interpret it correctly it means something like this: The political bodies pass the school laws, appropriate the school moneys, and the teaching group carry out within limited school area the directions and possibilities founded on such legislation and administration. There has been until recently an unwritten law which prevented the teaching group from influencing the character, composition or activities of political groups. Thus a teacher's very position puts a gag on political activities. Sufficient to say it still exists in a large part of the country, and let us see what it has to do with teacher motivation and school results.

The educator motivated by the desire to create, plans and works out the school program in various lines. Then the legislator or executive, a non-educator, says "no or yes to

this extent," and holding the community purse makes the fulfillment of his decision actual. What happens to the desire to create, that motivation in the teacher, under these circumstances? It withers if it has had the courage to start growing. The teacher is a citizen with all the political privileges of every other citizen. His business is making worthy citizens and yet the traditional code puts him in a position where he can neither practice his citizenship nor back his professional creative tendencies by political activity.

The aim is to make better teachers, better in the sense of more intelligent, sympathetic, and industrious. Two kinds of intelligence should be aimed at, general intelligence and professional intelligence. Taking it as a hypothesis that the teacher is above average mental capacity, as she usually is, and none other should be allowed to teach, there should be a certain amount of academic learning and a goodly amount of general knowledge and experience with which to start. This learning and culture of the individual himself should be steadily and appreciably increased.

Professional intelligence supposes a knowledge of subject matter to be taught, a knowledge of general psychology including particularly the psychology of learning, a knowledge of individual and community needs, and a working knowledge of the best educational methods and practices, with some acquaintance of their origin and evolution as a means to their better understanding.

In aiming to make a teacher more sympathetic the goal is an understanding of individual and group tendencies and emotions, the relations of the individuals to the various groups and to each other, and community, national and general social conditions. With this broader sympathetic view of people, their possibilities and happiness, should go a constant study of individual cases and the adaptation of the school curriculum to their needs.

Few of us work over fifty per cent. of our capacity. We just persuade ourselves into thinking that we do. We waste much strength and time in fake movements, anxiety and regrets, that should be conserved and directed into profitable labor. That is what is meant by increasing the industry of the teacher, eliminating waste, however produced, and increasing professional production.

The following ways and means are used in various places to awaken permanent interest in better teaching by reaching back to such predispositions as hunting manifested in competition; thinking through curiosity and mental exercise; creation; sociability; recognition of effort and value; acquisition through promotion and salary, and finally worship through a realization of the possibilities of their power to contribute to that most wonderful phenomenon in nature, the evolution of man.

Until recent years all teacher preparation preceded a person's entrance into the profession. Now it is recognized in the educational world that that is only the beginning and the problem of continued growth faces the teacher as long as she teaches. We have learned that increases in salaries are merely incentives and are neither vital nor lasting; that growth in the teaching profession must rest on motivation awakened and strengthened within the teacher herself and in no other way can it be deep and permanent. This work must be done by the teachers themselves, as a profession, as a united working group. Outside agencies may help, but the teachers must set up their standards, make their own programs, carry though their own procedure of betterment, insisting on elimination if necessary, if they are to have solid motivation and right execution. It must come from within the professional group itself.

The Young Patriot's Promise

By DENIS A. McCARTHY

All praise to the men who were ready to die
That our flag of the free might be seen in the sky!
All praise to the hearts that rejoiced when the knell
Of the tyrant was heard in the voice of the Bell!
We honor their name
And we cherish their fame,
And their deeds to the world we will proudly proclaim!
And we'll try to be true to the lessons they gave,
And be worthy to dwell in the Land of the Brave!

All praise to the fathers who laid deep and strong
So firm a foundation for right against wrong!
May He who preserved them from tyranny's powers
Make us true to our trust in these days that are ours!
We too have a fight,
And our swords must be bright—
Aye, the sword of the spirit must flash for the right!
And to Liberty's Bell ever mindful we'll be
For its voice is the voice of the Land of the Free!

Meaning of the Education Bill

By CHARLES H. JUDD

Chicago University

IT is well known that our policy in the United States, historically, has been one of State control of education. In spite of that control of education in the states, there has been in our history a large national interest in educational questions and problems because our people migrate so freely from point to point and because in the various parts of the United States the different experiments that have been tried in education have matured in fashions that deserve attention on a larger scale than could be given to those enterprises in the local communities. In other words, we have developed a national educational system whether we have a national control of education or not.

In contrast with the other countries of the world we have had a local school system and a series of local school systems; and I am very much convinced that this experience has left in the minds of all of us who are engaged in education the firm conviction that we should not set up in the United States any national control of education; and that is not the purpose of this bill. I think, on the other hand, we are all of us agreed that there is a democratic substitute for control. That democratic substitute is general information about the best practices that have been developed in our local communities. That distribution of information is a national function; and at the present moment it is not completely served. I offer you an illustration or two.

Many of our legislatures have passed laws for their own states, and in order to do this intelligently they had to collect information. It is true that in every state, in the legislatures, of the Union there is an enormous amount of duplication; but under our present system it cannot be helped and each legislature has to collect its own information because there is no central source to which they can turn for general information.

The expansion that would be necessary in the bureau in order to supply this deficiency has been commented upon, and I feel very clearly that if this committee does not favor a department we ought to join in urging a very great expansion of the bureau for the purposes that I have mentioned. It is, however, I believe, the thought of all of us who are concerned in these matters that a secretary in the President's Cabinet would be able in the councils of the nation by constant touch while these policies of a national type are under discussion to exercise a type of influence and secure a type of information that would not be accessible to any one who does not sit with the President in his councils.

The proposal has been made that we consider what would happen if the chief of the bureau had the full confidence of the President. I very much fear that that will not always be the case; but it strikes me that he who enjoys the full confidence of the President should have an opportunity to exercise that confidence and be present with him in his councils. That is not a function of a bureau chief; and a secretary could, we believe, serve a larger purpose by being present and calling attention from time to time to matters that might otherwise be overlooked in the President's councils.

We hold, therefore, that our policy of local development of education means a type of democratic unification. That is not the type of unification exercised in the other countries but it is a type of unification which we have steadily grown toward in the policies of this Government. I think it is a logical extension, therefore, of the policy that has come to be adopted as a very natural consequence of our local separation of national interests in education that this suggestion is made; and I believe that the effort to bring about this national policy of information and investigation can be served in a measure by existing agencies, but it can not be served in full. Therefore, the logic of the situation is to accept the present administration of the usefulness of this sort of thing as a basis rather than objective and to accept it as the natural and logical basis for the expansion for which we argue.

It would be, in my judgment, a very great disadvantage, if every time a secretary came in he turned the department bottom side up. I do not think that the experience of the Federal departments should cause us to have any degree of anxiety along that line. I think the permanent office staff would constitute a permanent group and would supply the secretaries as they came in with the information and with general suggestions that would make it possible for him to utilize the vast experience of the department. Personally, I have not any anxiety along that line at all.

Far be it from me to be critical of any of our commissioners. I should say that in the aggregate we profited every time a new intelligence came into general control; and I think on the whole the accumulation of experience is of great

advantage; but the changes that have been introduced have, generally, been in the direction of improvement. So I think there is a desirable element of improvement and stimulation in change of particular interest and particular direction of the department.

I am very enthusiastic about the work done by the Bureau of Education of the United States. I think the records now prepared by the Bureau of Education are far and away the best educational records in the world; and I think the interest of the present Secretary of the Department of the Interior is one of the greatest assistance in American education.

I believe, however, that the present Secretary of the Department of the Interior is engaged in so many enterprises that when he goes into the President's councils his mind must be full of a number of things; and I think if on each of these occasions when he sits with the President it were possible for him to concentrate his whole thinking on education, we could make more rapid progress in that particular direction than is possible to be gotten when education is sandwiched in with the multiplicity of concerns which must fill his mind.

I heard a member of the German Reichstag who had been in this country say: "You have the worst schools in the world. You also have the best schools. Now, the great difficulty with you is that with most of our other civilizations all the schools are uniform. You have them so varied that in the long run you are able to choose the best ones."

I think that represents the situation pretty well. We have some very poor schools in this country; we have schools very much in need of information; but we also have some of the best organized institutions of learning that the world knows anything about; and I believe that if we had some central agency that could make us aware of our virtues and that could point out with perfect fairness and accuracy the results of some of our local experiments, that we could bring about exactly what we want, and certainly it would be a step in the direction of making our schools the best institutions.

While it is true that our expenditures in education in this country exceed those of other countries one would certainly realize the reasons for it after one had visited the schools of these other countries. It is very common on the continent to have classes in the elementary schools of 100 or even more pupils in a single class under a single teacher.

I have no criticism to make of the general campaign to eradicate illiteracy. I do not believe that the type of literacy that results from attendance at many of foreign schools is at all comparable with the type that we know in this country. I do not believe that our literacy problem is to make people read a few lines, but that it is important that they shall be able to read constantly and intelligently and a great deal. It is my belief that we are teaching reading in this country better than they do in any place in the world.

A proportion of 1 to 10 is not considered a high degree of illiteracy; but as a result of effort along the lines of education, which have involved extensive research work, that figure has been reduced to 1 in 300; so you can appreciate the great advance we have made in this country and will appreciate that that is one of the major reasons why our expenditures are high. We are not stopping with literacy; we are carrying it forward to the true opportunity of democracy, which is an equal share for all of the people in higher education.

It is my own personal belief that American education ought to be open to inspection and to record in whatever form it is carried on. I serve in an endowed institution which is sometimes called a private institution. I do not believe that the functions of that institution can be properly carried forward unless its records and unless its whole career is made an open book to the public. I am in favor in every instance of making educational activities, as far as I am concerned, clearly and definitely open to public inspection.

I am not in favor of Federal aid for schools. I opposed the earlier bill frankly and openly, and before a hearing in the House of Representatives. I do not believe it is necessary. I do not believe it is desirable. The present bill has the enthusiastic support of a number of those who were entirely opposed to the older bill in the form in which it was drawn.

There are two items that would come before the Director of the Budget. One would be for Federal subvention for State institutions, and the other would be for investigations.

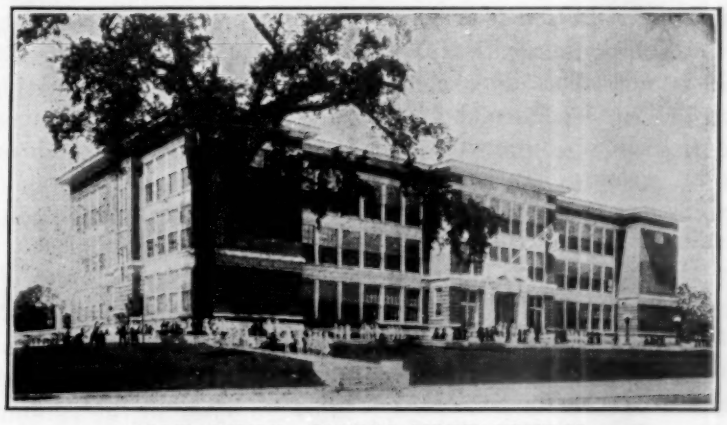
As far as investigations are concerned, it is my belief that the amendment offered to the bill reducing the amount of money that is suggested to be expended by this department is unfortunate. The drafting of this bill was carefully worked out after investigation of what is expended by those departments that spend money in investigating material affairs; and I think that $1,500,000 would in nowise make the department effective; and, therefore, it seems to me that from that point of view—not from the point of view of Federal subsidies, but from the point of view of maintenance of the department, it is desirable that the secretary should have direct contact with the Director of the Budget.

A Community Schoolhouse

By JOHN RITCHIE
Malden, Mass.

NOT long before the late World War, in a discussion about opening the school gymnasium for public use, the opinion was voiced that it was impracticable because of the condition in which the people in their proverbial carelessness would leave it. Here was a tentative beginning for community use of the school building, and in view of such early opinions it seems worth while to sketch some of the services which the up-to-date schoolhouse can today offer to its community. Since illustrations are the more striking which are drawn from things that really are, it may be well to point out what the community services may be that a recently constructed schoolhouse near Boston, the Wakefield (Mass.) High School, offers.

The schoolhouse is no longer a place in which the three R's are taught for five or six hours a day and the building then hermetically sealed for the rest of the twenty-four hours. The studies are now adapted to modern professional and commercial needs, laboratory and mechanical operations are taught, and the school building must now be so built that it can adapt itself tomorrow to requirements not thought of today. Then again the building, if up-to-date, must be ready to respond to various social and educational requirements of the adult members of the community in which it finds itself.



WAKEFIELD (MASS.) HIGH SCHOOL

The Wakefield High School has had one fundamental advantage in its planning. Mr. Cooper, senior member of the Frank Irving Cooper Corporation, architects of the building, is chairman of the National Education Association committee on schoolhouse planning, and during the past five or six years, in this capacity, has been conducting investigations into the efficiency of existing school buildings. The report of the committee, recently issued, is the first comprehensive statement in its field, and now puts into the hands of every committee or commission that wishes them, the important fundamental facts concerned in schoolhouse planning and construction.

In the Wakefield High School the auditorium is placed in the centre of the building, with direct entrance to it through the main doorway of the building and across the wide axial corridor. The study and classrooms lie to one side or the other of this central feature, and its position here permits of day-time use of the hall with the minimum of disturbance to the regular school exercises. At the same time the placing of the auditorium doorways on the main corridor gives to an audience there assembled the advantage of the exits at the ends of the corridor, in addition to the main central doorway, if an emergency should arise. This matter of direct and quick access to the out-of-doors is further assured by exits through the back of the building by passages on the ground floor and by the practicability of going out through the gymnasium, with reference to which a word will be said later.

An additional means of safety for an audience assembled in the great hall lies in the fact that it rests directly on the ground, so that there are no lower rooms or closets or storage places or holes to receive rubbish, which usually are a menace to public halls.

The auditorium of the Wakefield High School is 80 feet wide by 70 feet long. When one enters through the main doorway of the school and crosses the wide corridor, he finds himself at the top of terraces of seats, the aisles of which lead down to the level portion at the grade of the ground floor. The seating capacity is some 800.

An ample stage is provided. The back wall of the stage is a sound-proof collapsible partition, which separates it from the gymnasium, the

floor of which is at stage level. The gymnasium is 80 feet by 45 feet, with its accessory showers, lavatories, locker rooms and service rooms, and fitted for the proper demands of such an institution.

This fortunate close relationship between the auditorium and the gymnasium has advantages for both. So far as the gymnasium is concerned, the spectators of the interesting events which every active school has to offer, instead of being crowded into bleachers on the floor or cramped in an inconvenient gallery may occupy the stage of the auditorium or indeed in the event of exceedingly interesting contests, the whole of the auditorium, in comfortable seats. This is effected by having the partition between stage and gymnasium collapsible for the entire width of the hall.

How the gymnasium may help the auditorium is evident without argument. For important school exercises, like graduations, the graduating class may be seated on the stage, with other pupils or parents and friends in the regular seats. If the class is one that taxes the capacity of the stage, additional seating room may be found by rolling away the partition and using the gymnasium. For community occasions, the hall in its normal condition will be ample for ordinary use, with its single speaker or small group lecturer, with or without lantern views, or motion pictures. For a concert the ordinary stage will usually be sufficient, but for this as well as for the popular gatherings, political meetings included, additional seating space may be gained by use of the gymnasium. For community concerts, and many of the smaller cities have flourishing choral or musical societies, the chorus may be cared for in tiers of seats in the gymnasium as part of the stage.

Community use of a hall does not stop with occasions where the company remains seated. There are exhibitions and various kinds of social events to be cared for. If dancing is in the program, the level floor of the auditorium, with its seats removed, will furnish floor space, with the gymnasium in reserve for occasions demanding greater floor area.

When one dances or attends a reception it is customary to eat. Wakefield High School in its planning again brings together the desirable and necessary parts of the equipment for this. Modern schools of the higher grades have instruction in the domestic arts and these include cooking as well as sewing and home making. The domestic science in its cooking laboratory is equipped with gas ranges and utensils, which in addition to their usual function of instruction are available for use in preparing the school luncheons that every important high school offers to teachers and pupils. And in Wakefield the lunchroom adjoins the auditorium, and the kitchen facilities are close at hand.

It may thus be seen that in the Wakefield High School happy planning affords to the community a gathering place, available during the day when not called for by educational exercises, and in the evening extending the use of the schoolhouse plant to about three times its former use, and thus reducing overhead ratios and eliminating the need of the separate municipal structure which some cities are maintaining in auditoriums, music halls, or lecture halls.

The collapsible partition has been studied very closely, and has been made serviceable in many schoolhouses designed by the Frank Irving Cooper Corporation.

The modern school building finds itself, when in the hands of up-to-date architects, more and more an asset to the community about it, in its fitness for community uses, while in the absence of a municipal health centre, the country schoolhouses in a number of states have been fitted for use in connection with clinics and health work among the people, utilizing the health equipment of the school itself, or the traveling outfit of the state or county clinics.

Intolerance

By ALLEN JOHNSON

How often we condemn ere we but see
The weaker part of him we little know,
And, hastily condemning, onward go,
Nor give him chance his better self to be.
With narrowed vision often thus do we
Forget the impress we may make, and so
Receive, rebounding, on ourselves the blow
Aimed at some self-created enemy.

There lies, somewhere within the hearts of all,
A tender chord that quivers silently;
No outcry e'er disturbs its soundless thrall,
Till love's touch brings forth sweetest melody;
Yet we condemn, as blundering fingers rake
The heartstrings, discords we ourselves awake.

—The New York Times.

International Magna Charta Day

By J. W. HAMILTON
Founder-Secretary, 1678 East Minnehaha Street, St. Paul

[An Annual Commemoration by the English-speaking Nations of the Common Origin of Their Liberties on Magna Charta Day, June 15.]

THE Association has two main purposes:--

1. To develop English-speaking patriotism and co-operation by linking the English-speaking nations still more closely together, thus aiding world peace; and by arousing our race consciousness, making it more difficult for unwise racialism to develop, and for our enemies to sow trouble among us.

2. To build up respect for law. It seems fitting that this association, formed to commemorate Magna Charta and all it stands for, should interest itself in plans to preserve our liberties through greater respect for the law and for those in authority, a proper understanding of the sacredness of citizenship, and unfailing loyalty to the flag in peace as well as in war. This is a natural development of the movement, for Magna Charta was designed to be obeyed. It is the essence of law and order.

The association was formed in St. Paul, Minnesota, many years ago for the purpose of furthering plans to develop the essential unity of thought and purpose and the closest affiliation of the seven English-speaking nations.

The seven nations are: The United States, Canada, Newfoundland, Great Britain and Ireland, South Africa, Australia, and New Zealand; Dr. Charles W. Eliot writes that in his judgment the phrase, the seven nations, will in time take rank with that historic phrase, the thirteen colonies.

The movement, which is non-sectarian and non-racial, urges the English-speaking nations to commemorate annually the common origin of their liberties in the observance of June 15 as Magna Charta Day. Among churches and Sunday Schools the third Sunday in June is observed as Magna Charta Sunday. The support of the press is vital and is most earnestly requested. Public school teachers are urged to impress upon their pupils the importance and significance of the day.

We are planning to furnish teachers with brief papers on patriotism, the sacredness of citizenship and its duties, the necessity of law and order and respect for those in authority, which they will use in talks to their pupils.

We shall be glad to hear from all those interested and to send circulars.

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Character Chats

A Week-by-Week Feature Which Is Attracting Wide Attention

By JOSEPH B. EGAN, A. M.

Blunder Boobs

IF you will all agree not to believe a word I am going to say I shall tell you a fairy story.

Very often a fairy story, while untrue, carries a big truth. This is that kind of a fairy story. I hope each of you will find out the truth and apply it to your own speech.

Once upon a time a school teacher sat at his desk. He was very tired, for he had been trying in vain to teach his children to speak correctly. As he sat he nodded and finally went to sleep. Then a strange thing happened. The door opened, without squeaking, and a line of queer-looking pupils came in. These pupils all had large round heads and eyes like dollar watches, and instead of walking they hopped like sparrows. The school teacher was so astonished that he sat back in his chair and gasped. Then he managed to stammer: "Who—who are you?"

Immediately one of the pupils came forward and said: "Please, sir, we are your blunder-boobs."

"But I haven't any blunder-boobs," said the teacher.

"O yes, you have," said the leader. "We're yours all right, only you don't recognize us." At that he threw out his chest and began to sing:—

"Six blunder boobies in a row,
Six boobs with plaintive features,
Six silly boobs that you should know,
Six funny talking creatures."

When he had finished he pointed to the first pupil, and said:—

"This boob is one in many ways,
He knows no better, either,
For when he talks he often says:
'I don't know nothing neither.'"

Then he pointed to another pupil, and said:—

"This boob is found in every room
Each one of you knows where,
We often hear his big voice boom
'I seen him, or he seen me there.'"

Then he pointed to the third pupil, and said:—

"'Tis sad to hear a pupil place
Himself before another,
But this one does whene'er he says
'Me and Mary's brother.'"

Then he pointed to the fourth pupil and said:—

"This boob, if asked to give his name,
In answer to the quiz
Yells out, without a blush of shame,
'It's me! That's what it is!'"

Then he pointed to the last pupil, and said:—

"Now, there's a boob who ought to be
Placed on a pantry shelf,
For sometimes when he talks, says he,
'I done it all myself.'"

This was too much for the poor, tired, worn-out school teacher. He woke up and shook his head sadly.

"Those boobs have certainly got the right idea. I wish my real pupils cared as much about good English as they do."

Then the poor, tired, worn-out school teacher fell asleep again, and the janitor found him next morning still tired and still asleep.

The Happy Gardener

THERE was once a happy gardener who lived beside a smooth black road over which strange people hurried to and fro in queer noisy machines that had no legs to pull them along. The happy gardener, as he stood by his gate, noticed the worried faces on the strange people, and saw them rushing by with their eyes always on the smooth black road, and their brows all puckered up as they were afraid they would never come to the road's end. The happy gardener was sorry for the worried strangers and he said to himself: "Something ought to be done about this. These strangers are losing all the joy there is in being one of God's living creatures. What can I do? What can I do?" As he pondered the happy gardener looked over into his garden plot. It looked bare and forlorn and abandoned, for he had planted all his choicest flowers close to his own windows where he could look out and see them when he sat down to rest. As he looked a great thought came to him. "I have it!" he cried, "I'll turn my garden right around. I'll plant my loveliest flowers close to the road. I'll tend them carefully and keep them free from weeds. I'll make them bloom so beautifully that these strange people will have to look up from their steering wheels and get at least a fleeting glimpse of beauty as they pass."

The happy gardener was as good as his word. He labored so hard and so well every single day that summer saw his garden turned right around. All along the smooth black road ran a riot of flaming flowers, and sweet perfume drifted out to mingle with the bitter gases from the queer machines. Then the happy gardener

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stood by his gate again and watched. The worried strangers poured back and forth as usual. Some passed right by with their eyes on the road and their hands clenched over the steering wheel, but as they passed the color of the garden was reflected to them from their windshields, and so they saw a little of it. Others caught the glory of the garden out of the corner of their eyes, but never slowed down to enjoy it further. Others came to a stop and gazed long and silently at the beauty spread before them.

At the end of each day the happy gardener went into his home and sat down and looked out. He missed the gay faces of flowers that used to smile in through his windows at him, but he was happier than ever before, for he knew that slowly but surely the flowers by the road were changing frowns into smiles on the faces of the strange people.

What happened to the happy gardener will happen to each one of us if we will only turn the gardens of our daily lives right around, and be unselfish where we have been selfish, and pleasant where we have been grouchy, and smiling where we have been long-faced and sober, and anxious to do a kind turn where we have been looking out for number one all the time.

Strong Walls

NOT long ago I built a cement wall in which I used a large number of small stones. I was very careful to see that I had exactly the right mixture of cement and sand, for I wanted a good sturdy wall to resist the rains of summer and the frosts of winter, and remain under all conditions just as I built it.

The stones that I used came from a near-by pit, and seemed to be all right, but after the wall was laid I found several which, instead of being composed of granite or some other hard material, were merely lumps of clay. The first rain that fell softened them, and the clay ran down and left an ugly hole in what would have otherwise been a well-built wall.

Imagine now, for a moment, that your daily life is the cement wall you are building. You want it a strong wall, a beautiful wall, one that people, seeing as they pass, will pause to praise. You put into it the very best materials; the cement of hard work; the sand of daily experience; the stones of truth and noble deeds. What a foolish person you would be if, in a careless moment, you picked up a chunk of clay, in other words a lie, and built that into your sturdy wall. Once in it must remain there forever. The first storm discloses it. Truth, like a mighty rain, pours down upon you and while the rest of the wall stands firm, the clay dissolves, and leaves a gaping, ugly hole that ruins the wall's appearance and destroys its strength.

So let us build our lives against the truth so that in spite of storm and frost and even the thunderbolt the character that we rear will show no flaw.

The Wild Grape Vine

THERE was once a wild grape vine that grew rapidly in a sunny spot in the master's vineyard. Because of its sturdy nature the vine spread out great green leaves which drank in vigor from the sun; and curled its strong fingers around the limbs of a low hanging apple tree. Day after day the vine grew until it reached the very top of the tree and sent long feelers into the air seeking for other limbs to hang to.

"A glorious vine," said the master, "but of no value because of its unchecked growth. Behold it is so greedy for the sunlight that its upturned leaves are too many to count, and it is so eager to climb that it is killing with its selfishness the fruitful apple tree to which it clings. I must teach it that a fruitful life lies rather in quality of soul than in rank overtopping of its neighbors."

With that the master took his pruning hook and cut the grape vine down to its third joint above the root. Again the grape vine threw out great runners that climbed hand over hand among the branches of the apple tree. Again the master came. "Still no grapes," said he. "Truly an obstinate vine. I must show it once more that the only success in life comes from quality of soul rather than from vulgar display and a selfish exaltation of oneself above one's neighbors." Whereupon the master took his pruning hook and once more cut the grape vine back to the third joint above the root.

"Alas," sighed the grape vine, "the master denies me the pleasure of spreading my arms over the tree."

"Not so," said the apple tree. "The master wishes you to spend your wild youth in better ways."

"How can I do that?" asked the grape vine.

"My purpose in life," said the apple tree, "is to bear apples. Yours is to bear grapes. Throw, therefore, your strength to your proper task and waste it not in useless wanderings."

"I shall do as you suggest," said the grape vine, "for I would please the master." Whereupon the vine flowered and bore huge clusters of purple grapes.

When the master came he was well pleased and sat in the shade of the apple tree and refreshed his spirit with the cool, sweet grapes.

"Truly," he said, "without self-control the essence of happy life is lost, and the forces of the soul squandered in fruitless searchings after the things that profit nothing."

The New Moon

LAST night I saw a new moon sweep slowly, like a silver scythe, across the brow of the dark hill. My eyesight traveled over to it across a bridge of light that spanned thousands of miles of cold, dark space. What a wonderful trip for anyone to make. In an instant I left the earth and reached the moon. I imagined my body going along and standing just beyond the great moonball where my eyes could get a clear view of all below. The scene looked much like many scenes on earth; wide-sweeping deserts of yellow sand; black mountain peaks sharp as gigantic cinders, casting long shadows over the plains, but dead and silent as though buried in eternal sleep; no water anywhere, no bird, no animal, no sign of man. I imagined I looked beyond the moon through millions of miles of empty space to where a huge ball of fire burned with the white heat of our own sun.

One cannot take a trip of this sort without wondering at the vast Spirit Power that holds the moon in space, that keeps it circling around the earth; that made its sandy plains and lifted up its mountains and set it, like a mirror in the midnight sky, to light the paths of men.

Some people say that God does not speak to mankind any more. Such people are mistaken. Were God to speak English words to us the Chinese might not understand. Were God to speak Chinese words to us, the English might not understand; so, in order that all men may understand all through the years of human life upon the earth, the great Father speaks to us silently in his works. The vast moon, spinning in space, says: "Behold my majesty and power!" The star shining in the deep skies says: "Behold, I do all things in orderly manner." The delicate flower, beside a road, somewhere on earth says: "Behold, how I love beauty." The voice within the soul of every man says: "Behold, how I love goodness and hate evil."

So God speaks to us in many ways, each minute of the day. He is close to us always. When we hear His voice we know that He is nigh. He takes count of what we do and treasures up for us the scattered deeds of goodness that we leave behind.

Note to Teachers

Following the brief devotional exercises with which the school day is opened, the teacher reads one of these stories aloud to the class. Then, without comment, the teacher retires from desk or platform, while one of the pupils who has previously been appointed "judge" steps forward and asks what the class thinks about the story. In the ensuing discussion many different ideas are likely to be expressed. When the time is up, the "judge" renders a snap decision as to which boy or girl has given the best interpretation, and that pupil automatically becomes "judge" for the next day.

Handled in this way the "Character Chats" become the pupils' own possession. The 12-minute period assigned to the exercise passes pleasantly and pupils look forward to the next one with eager interest.

The teacher should let the pupils "have it out" among themselves. Unless her opinion is directly asked, she may well remain in the background. I cannot too greatly emphasize the importance of this point. No matter how much better the teacher could explain the message, she should let the class do the talking. Make it their affair and they will profit by it.—J. B. E.

"Character Chats" are being successfully utilized in the fourth and all higher grades through the ninth, or the junior high school.

Any teacher having a particular character problem upon which Mr. Egan's help is desired, is invited to communicate with him, in care of the Journal of Education, 6 Beacon Street, Boston. He will be glad to write a special story which will be printed in this department. Bring your troubles to Mr. Egan!

Vanished Values

By REV. WILLIAM WOOD

Kennebunk, Maine

"Slightly Soiled!" so read the ad.,
"Greatly Reduced in Price!"
A little taint makes worthless
Goods that were clean and nice.

A little lie, a little theft,
A little laziness;
And boys that seemed possessed of worth
Are branded "valueless."

The Sabbath desecrated,
Or borrowed things retained,
Are but a "low-price" marking,
The goods are really stained.

A little ugly feeling
Against a cause or friend,
May stain a character for life,
And moral values end.

A little heat, a hasty word
From lips that ought to pray,
May soil a reputation
And banish worth away.

A little carelessness today
About important things
Will surely soil the character,
And values lose their wings.

A little taint makes worthless
Goods that were clean and nice;
"Slightly Soiled!" Does this mean you?
"Greatly Reduced in Price!"

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Should Be in Every Classroom

Teachers: American and English

By SIR JOHN ADAMS

London University, Exchange Professor at Harvard

THE first difference is in sex; the English teacher is somewhat less feminine than the American. In the English elementary schools there are three-and-a-half women to one man. In the English secondary schools the ratio is about three to two. In America statistics are less easily ascertained, but the ratio of men to women is roughly somewhere about one to seven, taking all classes of schools into account. There seems to be a certain danger of over-feminizing the faculties of the American schools.

The second difference may be found in the more permanent standing of the English teachers. "Once a teacher always a teacher" is not far from the truth in England, whereas in America our profession shares with others the fluidity that arises from the greater elasticity of social conditions on the western shores of the Atlantic. In America the teaching body is loosely knit but very friendly. In England the solidarity of the teaching craft is growing. This is particularly noticeable since the establishment of the Teachers' Registration Council.

A third difference is to be found in the greater freedom of intermingling of the different classes of teachers in America. In England the distinction between the elementary and the secondary groups is much more definitely marked than in America. The cleavage is a distinctly social, not an educational, one. The general breakdown of social cleavage is as marked in American educational circles as elsewhere in the United States of America.

A fourth and rather striking difference is to be found in the way in which the theory of education is regarded on the two sides of the Atlantic. In America the theory of education and the training of teachers are treated as of much more consequence than in England. To be sure the English women teachers are convinced of the importance of these matters, but the men, particularly those who form the faculties of the public schools, regard them askance. To this day the masters of the public schools hold the opinion that a man who "knows his subject" has no need to be trained in the art of communicating it. In fact the English public schoolmaster still rather resents the idea of having his ability to teach either called in question or even certified to exist. They are "teachers by the grace of God."

A fifth distinction used to be found in the greater individualism of the American teachers. But we are now a little doubtful about this matter since the introduction of the Dalton Plan. This pre-eminently individualistic method originated in America as was right and proper. So far all is right. But when we look into the matter and find that the system has received a much warmer welcome in England than in America, and that it is much more extensively applied to the east of the Atlantic Ocean, we are less sure than we were that the American teachers are more individualistic than their English cousins.

A sixth and perhaps deeper difference in the general view of the aim of education as held in the two countries is to be found in the prevailing phrases used. In England, on the whole, the term self-realization is adopted, whereas in America the phrase self-expression is more popular. When this is pointed out to Americans they are inclined to question the fact in the first place, and to say that they use self-realization as much as we do in England; but even when they admit the different uses in the two countries they are inclined to maintain that they in America mean by self-expression just what we mean in England by self-realization. There does seem to remain, however, some difference underlying the two expressions. The Americans are particularly sensitive about interfering with the sacred personality of the pupil. We in England are more inclined to "lick into shape" the pupil without too much anxiety about his sacred personality. It would be impossible to find an English convention of teachers seriously discussing the formidable problem, "Should a boy be compelled to keep step to the piano music as he marches to his place with his fellows in school?"

The important point that comes out of a study of the two sets of teachers is really their fundamental resemblances. This is rubbed in very drastically when we proceed to widen the contrast and compare English-speaking teachers with teachers of other tongues. The contrast between the English teacher and the French teacher brings out fundamental differences before which the differences we have been considering fall into insignificance. The final outcome of our study of the English and the American teacher is a conviction of their underlying oneness.

—From an address before Massachusetts Superintendents at Framingham.

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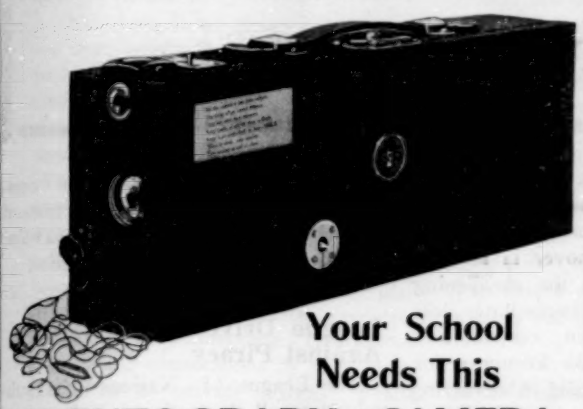

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TREND OF THE TIMES

Basis of Britain's General Strike

The council of the English Trades Union Congress on May 1, with full power to act for the entire British trades union movement, ordered a general strike in support of the miners who refused to return to the mines on a new and lower wage scale. The government subsidy to the miners ended at midnight April 30, and the mine owners posted notices at the pits terminating the national wage agreement. During the industrial truce from September 1, 1925, to May 1, 1926, which Premier Baldwin bought for approximately $102,000,000, a royal coal commission examined the mining industry. Its report recommended nationalization of mine royalties; a government acquisition of all "unproved" coal mines, and ending of the subsidy. The miners had hoped the commission would recommend national ownership of the mines, which is their real objective; the mine owners thought the commission had gone too far.

Daugherty Indicted In Fraud Conspiracy

With the indictment of Harry M. Daugherty in New York City, former United States Attorney General, whose turbulent career has been marked with public accusations, legislative inquiries and judicial investigations, the law for the first time has closed around him. He is accused of conspiring to defraud the United States. With Thomas W. Miller, former Alien Property Custodian, and John T. King, former Republican National Committeeman from Connecticut, Harry Daugherty is said to have accepted a commission of $441,000 in connection with return of the $7,000,000 American Metal Company to its original German owners. United States Attorney Emory R. Buckner of New York revived the half-forgotten case and brought about the indictment.

Secret of High Wages in America

Two young English engineers, who spent a great deal of time in the United States, set forth in their book "The Secret of High Wages" their analysis of the situation found here with nine major reasons for American prosperity. These are: (1) Promotion in America by merit; (2) America sticks to the principle of small profits and quick returns, wealth being made by the margins of profit on immense volume and rapid turnover; (3) Rapid turnover is secured by simplification, and the cheapening of processes, which necessitates less capital for the given output; (4) America shows endless keenness for devising time-saving and labor-saving appliances; (5) The American employer is not hostile to high wages; (6) American manufacturers co-operate by exchanging ideas; (7) Americans are vigilant and acute in eliminating waste and in conserving time, energy and space; (8) American welfare methods double high wages in their stimulative effort by surrounding the worker with cleanliness, light and ventilation, and by seeking in every way to increase his convenience and satisfaction; (9) Encouragement for research with magnificent intelligence, scouring the world to obtain the best research brains.

Convict Ship To Carry Rum

La Martiniere, the convict ship which sailed from France recently with 340 lifers and long-term men aboard, will dismantle the iron cages which now constitute its hold as soon as its human cargo is landed at Devil's Island and proceed to Jamaica to take aboard 16,000 kegs of rum for Havre. "Sailing west with the effects and returning east with the cause," a prohibition advocate declared when he heard of the ship's charter for the return trip.

Hindu-Moslem Riots in India

After six days of Hindu-Moslem riots and lawlessness in Calcutta, India, recently, the city found itself threatened with disease and famine due to refuse heaps choking the streets and stoppage of the traffic in food supplies. Sir Hugh Stephenson, chief secretary of the Bengal government, declared it was the most serious disorder in the thirty years he had been in India. The outbreak is estimated to have caused upwards of 1,000 casualties. It is believed that many months must pass before Calcutta will have recovered from the economic setback she has just experienced. Scavengers refused to attack the huge mounds of garbage and filth which littered the streets, the Indian workers fearing to venture abroad lest they be contaminated or stabbed. Steps toward the wholesale deportation of lawless gangsters were taken by the police.

League Drive Against Piracy

The League of Nations has submitted to all the nations of the world a draft project for an international law on pirates and piracy. Should the proposition meet with the approval of a sufficient number, an international conference will be summoned for enacting an international convention on the subject. The latter would then make up part of the codified international law of the world, which the league is setting out to attain progressively. The proposed codified international law on the subject consists of only eight articles and is largely the work of Matsuda, Japan, and Wang Chung-Hui, China, international jurists. In preparation for their project both made a study of existing laws and customs relative to the suppression of piracy.

Addition Made To Life Span

A promise of seven years' life expectancy in addition to the twenty gained in the last century if the public avails itself of what scientific medicine can give, was made by Dr. Wendell C. Phillips, president of the American Medical Association. In his opening address at the Association's annual meeting in Dallas, Texas, he emphasized the importance of the education of the public in scientific medicine for the benefit of humanity.

Rockefeller Offer To Egypt Withdrawn

Failing to receive an answer from the Egyptian Government to his offer of $10,000,000 for archaeological research, despite his prompt acceptance of every modification suggested by the Egyptian Government, John D. Rockefeller, Jr., has withdrawn his offer. Dr. James H. Breasted, head of the Oriental Institute of the University of Chicago, acting for the trustees of the fund and Mr. Rockefeller, personally presented the offer to Egypt of $10,000,000 for the erection of a great new museum for Egyptian antiquities in Cairo including an institute for archaeological research.

Crime Panacea Not Found

That there is no panacea for crime, but that application of remedies rests with individual states and individual citizens, is the conclusion of the national crime commission after nine months of investigations. Richard Washburn Child, chairman of the organization, reported the committee has rejected a proposal for a national crime survey, believing it would be impracticable. The commission's attitude was set forth by its executive committee recommending creation of state crime commissions by state legislatures or by private citizens. Frank J. Kahrs, privileged to speak for the firearms and ammunition industry of the country, told the commission the arms industry would support a move to obtain a uniform law in all states to control the sale of pistols and revolvers.

Mellon Opposes Special Coins

Protesting that government money should not be commercialized by non-government agencies which have been allowed to sell special coins at increased prices, Secretary of Treasury Mellon has asked Congress to stop further authorizations of the coinage of special commemorative or memorial coins. Mr. Mellon pointed out that in all instances where non-government organizations have been allowed special coins the enterprise has resulted in failure from a commercial view. The increasing variety in the coins also opens the way to counterfeiting, he said. Two new coins will appear this year, one for the Sesqui-Centennial Exposition to be held at Philadelphia, and one for the celebration of the Bennington, Vt., Battle. The former will bear a design of President Coolidge. This is the first time that a coin will have been made bearing the likeness of a living President.

Seek Millions On Sunken Liner

A group of German divers will make an attempt to recover part of the 1,089,000 pounds sterling in gold bars that formed cargo of the British liner Egypte when it sank twenty miles off the French coast after being rammed by a French freighter. A Swedish captain, who located the wreck three years ago, will direct the work.

Would Replace Historic Elm

A movement to replace the famous Washington elm at Cambridge, Mass., under which George Washington accepted command of the Continental Army is planned by Robert B. Allen, manager of the West Coast Lumbermen's Association, Seattle, Wash. A shoot from a tree at the University of Washington would be transplanted in Cambridge. The university tree was grown from a shoot taken from the one at Cambridge while the latter was still alive in 1899. The tree in Washington is now thirty feet high.

Women's Airy Garb Hits Baggage Man

The radical change in women's fashions, lightening luggage, was blamed by the baggage transfer companies in New York City for the serious decrease in their revenues, in an application to the Public Service Commission for increases in rates. Women are now able in most cases to dispense with trunks and carry on their travels small bags or hatboxes, the companies explained. The Commission revised the baggage rates.

Peace Exchanges With Riffs Broken

Complete failure marked the ending of the recent peace negotiations between France, Spain and the Riffian tribesmen. Under instructions from Abd-el-Krim, Riffian leader, the three delegate tribesmen refused to make any concessions toward an amicable settlement. The French, with 80,000 troops, and the Spaniards, with 30,000, made immediate preparations to renew the war with the tribesmen, whose forces number about 30,000 warriors.

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EDUCATION IN ACTION

Protest Candy Sales in Schools

Citizens of Waltham, Mass., have protested to the school committee against the sale of candy in the public schools of the city. The objections come mainly from parents, physicians and dentists. A large number of harmful effects that candy has on children were cited.

Fund to Educate The Over-Normal

A compromise agreement between Harvard College and heirs of the late Charles Bigelow, of Newton, Mass., terminates a bitterly contested fight by a relative for a share of the testator's wealth, and leaves Harvard College free to proceed with one of the most unusual educational programs, as outlined in the will. The terms of the will provide for concentration upon the education of supernormal children of both sexes. Mentally-select children will be showered with every educational opportunity in an effort to determine if it will not definitely re-act to the good of humanity.

Acting Dean For Mt. Holyoke

Miss A. Elizabeth Adams, of the Department of Zoology, will act as Dean of Mount Holyoke College for the first semester of 1926-27 during the absence of Dean Purington. Miss Adams, a graduate from Mount Holyoke in 1914, has been connected with the zoology department there with the exception of two leaves of absence. Miss Purington will travel in the Orient.

Overalls College Ends Third Year

Commonwealth College, Mena, Ark., a school whose students and teachers put on overalls and work side by side four hours each day, has completed its third academic year. The school is for young workers and farmers. The college is a part of the rapidly growing workers' education movement and has adopted an unusual plan to bring education within the reach of those who must work while they learn. Money won't pay for room, board, or laundry service. Every student earns them by ploughing the college farm, building dormitories, or preparing meals. Teachers do industrial work along side of their students. Next year forty or fifty students will have the opportunity for self-support. The school aims to raise most of its own food and to derive an income from the shops to meet other expenses, thereby becoming completely self-maintaining. Organized athletics do not exist. The dining hall, where the Saturday night dance is held, and the swimming hole in the nearby mountain stream are the college social centres.

Salem, Oregon, Debaters Win

Salem, Oregon, high school has been credited with victory in a unique double debate over the Salem, Mass., high school on the subject of child labor. A debating team from Salem, Mass., journeyed to Oregon and a team from Salem, Ore., came to Massachusetts. The debates were held on the same night, one on the Atlantic coast and the other on the Pacific. The Salem, Ore., team in Massachusetts upheld the negative and the Oregon team at home spoke on the affirmative of the same question. The decisions of the judges gave both Oregon teams the award.

School Dismissal For Religion

The excusing of pupils in the public schools for thirty minutes in the afternoon of one day a week to attend religious instruction, as permitted by the Board of Education of White Plains, New York, has been declared legal. This was brought out when Justice Ellis J. Staley of Albany denied the application of Joseph Lewis of Pelham Manor for a mandamus to compel Dr. Frank P. Graves, State Commissioner of Education, to discontinue the regulation of the board and its practice. The mandamus also sought to have the State Commissioner notify all school officers of districts and cities to discontinue the practice.

Pay Bill Passed— To Be Vetoed

The Ricca bill providing pay increases amounting to $15,000,000 for the school teachers of New York City was one of the last measures passed by the Senate before the end of the 1926 session of the New York Legislature. Immediately afterward it was announced by Senator Straus that Governor Smith had authorized him to say he would veto the bill. In fact the Governor's opposition to the bill was well known and it was the Democratic organization's belief that the Legislature should not attempt to dictate New York City's educational policy, but should leave it to Mayor Walker and the city administration.

Boy Wins Spelling Bee

Leo Goldberg of New Bedford, Mass., has won the title of champion speller in southeastern Massachusetts. The runner-up was Miss Mary Behan of Falmouth, who failed on the word "incandescent." The contest held in New Bedford was the final one for boys and girls from eighteen districts in the southeastern part of the state. The champion will be given a trip to Washington.

Research Work in Secondary Education

A clearing house for research work in secondary education will be established in the United States Bureau of Education. More than seventy institutions of learning in the United States, including teachers' colleges and schools of education, as well as research bureaus and organizations, have agreed to file with the bureau a copy of each research study completed by them. The material collected will be made available by the bureau either through loan of these studies or by providing rooms where research workers may come and examine the material. This co-operation will make possible also the publication from time to time by the bureau of abstracts of secondary education research.

Vocational Guidance For Girl Graduates

At some time during the senior year an interview in the guidance office is given to each prospective graduate of William Penn High School for Girls, Philadelphia, Pa., many of whom are foreign-born or first-generation Americans. The interview is part of the comprehensive system of vocational guidance which includes supervision by student advisers from the day a girl enters the school. A special committee keeps in touch with students aspiring to college or normal school. They are under careful observation throughout the high-school course. Frequently scholarships or part-time employment are arranged for those who need financial assistance.

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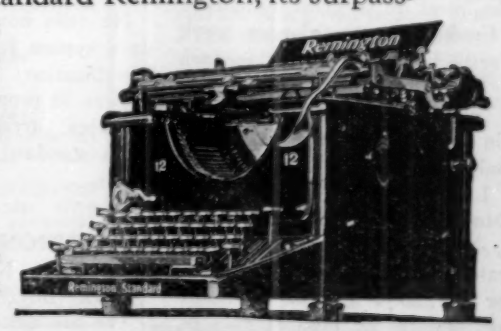

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The BOOK TABLE

ORAL AND WRITTEN ENGLISH. Upper Book. By Milton C. Potter, Litt.D., superintendent, Milwaukee; H. Jeschke, Central High, Cleveland, and Harry O. Gillet, University of Chicago. Cloth. 510 pages. Boston, New York, Chicago: Ginn and Company.

A book of five hundred pages makes it possible to have a complete presentation of the teaching and learning of Oral and Written English, and the combination of authorship—a superintendent of a city of half-a-million population, a teacher of English in a city of three-quarters of a million population, and a principal of a university elementary school—touching all vital functioning in the learning of English in upper elementary and junior and senior high schools, makes skilful use of the science and art of achieving definite and abiding results inevitable.

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FRENCH WORD AND IDIOM LISTS. Compiled under the direction of Lawrence A. Wilkins, director of Modern Languages, New York City High Schools. Paper. 32 pages. Price, 16 cents (in quantity, 12 cents).

SPANISH WORD AND IDIOM LISTS. Compiled under the direction of Lawrence A. Wilkins. Paper. 32 pages. Price, as above.

Garden City, New York: Doubleday, Page and Company.

One of the results of the survey of modern foreign language teaching now being conducted under the auspices of the American Council on Education is expected to be the establishment of definite minima of words and idioms, listed according to relative frequency, upon which future textbooks must to a great extent be based. Credit for the pioneer work in this respect—so far as the modern foreign languages are concerned—and for similar early and progressive action in the development of prognosis and achievement tests, must go to Mr. Lawrence A. Wilkins, director of Modern Languages in the High Schools, New York City, and to his collaborators in the New York Society for the Experimental Study of Education and in the high schools of New York City. Each of the lists for French and Spanish now available in this convenient pamphlet form contains more than one thousand words alphabetically arranged and more than five hundred common idioms. No teacher of French or Spanish can afford not to have seen these practical aids to progressive teaching; certainly they are inexpensive enough to justify the experiment. One wonders how the publishers are able to produce them, despite their physical attractiveness, at such slight expense.

ACCOUNTING SYSTEMS: PRINCIPLES AND PROBLEMS OF INSTALLATION. By George E. Bennett, Syracuse University. 554 pages. Blue cloth. Chicago: A. W. Shaw Company.

"Accounting Systems: Principles and Problems of Installation" is a non-technical treatise on the practical application of numerous principles of constructive accounting from the viewpoint of the average trading, service, and manufacturing business. General theoretical principles are curtailed vigorously, inasmuch as a host of elementary books cover this subject in detail.

Mr. Bennett has broken new ground by discussing the subject-matter from the viewpoint of the average trading, service, and manufacturing activities of small and moderate size. He takes up each record book, describes its use in the system, tells how it should be columnized and shows the relation of columnization to control. He indicates the best ways to handle check and cash payments, disbursement records, and cash receipts; shows what elements should be considered in cost accounts, and outlines effective methods for recording material, labor, overhead, and completed orders. Internal check factors for purchases, returns, sales or sales returns, cash disbursements, cash receipts are each in turn considered.

He tells how to design forms, get up a system report, label accounts for identification; gives helpful information as to proper plans and procedure, explains arrangement of accounts, gives standard chart of accounts, and so on.

EDUCATION IN SOVIET RUSSIA. By Scott Nearing. Cloth. New York: International Publishers.

We are quite sure that Scott Nearing has written the best account of "Education in Soviet Russia" that has been published. He is in sense an unsympathetic critic, neither is he disposed to give a rose-tinted view of the educational work of the Soviet Union. He says frankly that Soviet educational institutions are not a paradise. They are a battleground on which the entire people is fighting against ignorance, "using all of the weapons that the modern educational world has invented and forged for the purpose, and incidentally inventing and developing some weapons of its own."

He says frankly that educational achievement is as yet negligible. The equipment is poor, buildings are old, benches are worn out, blackboards and books are lacking. The Commissioner of Education says they are short 250,000 teachers. Probably there is no large country in Europe where educational conditions are physically worse than they are in Soviet Russia.

Mr. Nearing says, however, that it is now the world's largest and most important educational laboratory, and the educational organizations, institutions and departments of the leading countries should have their experts in the Soviet Union now, collecting information and making suggestions.

Mr. Nearing is always both forceful and interesting, and nowhere have we seen his talent used to better purpose than here.

Books Received

"The Century Vocabulary-Wordbook." By Garland Grover and Joseph M. Bachelor. New York: The Century Company.

"Teaching as a Profession." By Matthew J. Walsh. New York: Henry Holt and Company.

"The Declaration of Independence for Young Americans." By George William Gerwig. New York: George H. Doran Company.

"Trends in American Secondary Education." By Leonard V. Koos. Cambridge: Harvard University Press.

"Dramatic Moments in American History." By Elizabeth F. Hague and Mary Chalmers. Lincoln: The University Publishing Company.

"Practical French Composition." By W. W. Comfort.—"Abraham Lincoln." By U. J. Hoffman. New York: D. C. Heath and Company.

"Caleb Heathcote." By Dixon Ryan Fox. New York: Charles Scribner's Sons.

"A Second Course in Algebra." By Stone-Hart. New York: Benjamin H. Sanborn and Company.

"Mystery Camp." By M. M. Dancy. Boston: L. C. Page and Company.

"The American Public School." By John Louis Horn. New York: The Century Company.

"Problems in Educational Administration." By Strayer, Engelhart and others.—"The Ability of High School Pupils to Select Essential Data in Solving Problems." By Benjamin W. Daily, Ph.D.—"The Group Method of Measurement of Sight-Singing." By Raymond M. Mosher. New York City: Bureau of Publications, Teachers College, Columbia University.

"Mary Redding Takes Charge." By Linda Stevens Almond.—"A Short History of English Literature." By Edward Albert.—"My Key of Life." By Helen Keller.—"Jack Sutherland." By Theodore E. Oertel. New York: Thomas Y. Crowell Company.

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GRINS BETWEEN GRINDS

Doing His Bit

During the recent prohibition plebiscite in Ontario, a prominent Ottawa man, who is an ardent prohibitionist, was surprised by a visit at his office of his small, bare-legged son.

"Hullo, young man," the father said. "What brought you to town?"

"I was in a parade," the little boy said, proudly.

"What parade?" asked the father.

"I don't know," he answered, "but I carried a big sign."

"What was on the sign?" asked the man curiously, and almost collapsed as his son replied:—

"'My Father's a Drunkard! I've Got No Shoes!'"—Everybody's.

A Trifling Oversight

"Why so glum?"

"The doctor has just prescribed rest and change for me."

"Well?"

"He advised me where to get the rest, but he didn't tell me where to get the change."

Can't Fool 'Em

Two colored gentlemen were engaged in conversation when one of them became very much annoyed by the persistent attentions of a large fly.

"Sam, whut kin' a fly am dis?"

"Dat am a hoss-fly."

"Whut am a hoss-fly?"

"A hoss-fly am a fly what buzzes 'round' cows 'n hosses 'n jackasses—"

"You ain't makin' out for to call me no jackass?"

"No, I ain't makin' out for to call you no jackass, but you caint fool dem hoss-flies."—Forbes Magazine.

A Reminder

"The storm burst upon us so suddenly that we had no warning of its approach," related the tornado victim. "In an instant the house was demolished and scattered to the four winds. How I escaped being torn to pieces I do not know!"

"Good heavens!" ejaculated absent-minded little Mr. Meek. "That reminds me I almost forgot to do an errand for my wife."—Nuggets.

A Run of Luck

"Did you give your penny to the Sunday School, Robert?" asked the mother.

"No, ma. I lost it."

"What? Lost another one? That makes three Sundays straight you've lost your penny?"

"Yes, but if I keep it up I'll win 'm back. That kid's luck can't last forever."

One Way

Asked to pray for warm weather so that her grandma's rheumatism might pass away, a five-year-old girl knelt and said:—

"O Lord, please make it hot for grandma."

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17-22: National League of Nursing Education, Atlantic City, N. J. Carrie M. Hall, Peter Bent Brigham Hospital, Boston, Mass.

17: National Organizations for Public Health Nursing, Atlantic City, N. J. Theresa Kraker, 370 7th avenue, New York, N. Y.

17-22: American Child Health Association, Atlantic City, N. J. Herbert Hoover, U. S. Department of Commerce, Washington, D. C.

17-22: American Health Congress, Atlantic City, N. J. National Health Council, 370 Seventh Avenue, New York City.

18-21: National Association of Public School Business Officials, Toronto, Canada. E. M. Brown, Board of Education, St. Louis, Mo.

26-June 2: National Conference of Social Work, Cleveland, Ohio. Gertrude Vaile, Ithaca, N. Y.

JUNE.

3-5: Associated Harvard Clubs, Chicago, Ill., William Thomas, 315 Montgomery street, San Francisco, California.

21-24: Ohio State Teachers' Association, at Cedar Point. Frank E. Reynolds, secretary-treasurer, 423 Chamber of Commerce Building, Columbus.

27-July 2: American Classical League, Philadelphia, Pa. Andrew F. West, Princeton, N. J.

28-July 2: American Home Economics Association, Minneapolis, Minn. Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

27-July 2: National Education Association, Philadelphia, Pa. Mary McSkimmon, Pierce School, Brookline, Mass.

28-July 2: National League of Teachers' Associations, Philadelphia, Pa. Harriet E. Scofield, 3017 Park Avenue, Minneapolis, Minn.

JULY.

1-2: National Association of Visiting Teachers, Philadelphia, Pa. Edith M. Everett, 1421 Race street, Philadelphia, Pa.

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5-8: Music Teachers Association of California, San Diego. C. C. Draa, 438 Music-Art Building, Los Angeles.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools. Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, B. J. Burris, secretary, Muncie, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

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